Ed 612.01 Visual Arts. The teacher preparation program for visual arts in grades K-12 shall provide the teaching candidate with skills, competencies, and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in following areas:

(a) In the area of art-making:

(1) Ability to demonstrate a variety of techniques and processes in each of the following art forms:

a. Two-dimensional;

b. Three-dimensional;

c. Electronic media; and

d. Crafts;

(2) Ability to develop a personal iconography using different media, styles, and forms of expression, as evidenced by a personal portfolio of artwork that displays a range of media, techniques, artistic processes, ideas, and genres;

(3) Demonstration of advanced proficiency in at least one visual medium, as evidenced by a personal portfolio of exemplary work;

(4) Ability to identify, describe, and apply the elements of visual art, including color, shape, form, space, line, value, and texture, in the creation and analysis of art;

(5) Ability to identify, describe, and apply the principles of design, including balance, unity and rhythm, in the creation and analysis of art;

(6) Ability to select and apply a range of subject matter, symbols, and ideas to art making; and

(7) Ability to display and exhibit artwork;

(b) In the area of history and culture:

(1) Knowledge of the relationships among art-making, culture, and history;

(2) Ability to research, analyze, and communicate diverse cultural and historical contexts surrounding works of art, including, but not limited to artworks from:

a. Popular culture,

b. Folk culture;

c. Indigenous culture; and

d. Other cultural groups; and

(3) Ability to recognize and understand, by research, conjecture, and observation, the content and purpose of:

a. Self-expression, or art-making to oneself; and

b. Art-making to others;

(c) In the area of responding to art:

(1) Ability to make meaningful interpretations and judgments about the candidate’s own artworks and the works of other artists, using a variety of aesthetic lenses;

(2) Recognition that informed discussion of art is an essential component of visual art education;

(3) Ability to analyze, interpret, and critically evaluate art; and

(4) Ability to articulate a personal philosophy toward creating art;

(d) In the area of making connections involving art:

(1) Ability to understand that creating in the arts is a life-long human endeavor and that the arts impact daily life as an expression of the human spirit;

(2) Ability to experience other art forms and relate them to visual art as well as to disciplines outside the arts;

(3) Ability to understand the various roles that artists have assumed throughout history as well as in contemporary life; and

(4) Ability to identify a range of visual arts career options;

(e) In the area of pedagogy:

(1) Ability to demonstrate a variety of developmentally appropriate techniques and processes as well as related materials and tools for art production;

(2) Ability to model and communicate to students issues of safety and health associated with materials, tools, and procedures;

(3) Ability to communicate characteristics of materials, tools, and procedures, and their standard use and maintenance;

(4) Ability to guide student development in observing, imagining, visualizing, transforming, and synthesizing their thoughts and ideas into artworks;

(5) Ability to guide students in selecting and applying subject matter, symbols, and ideas to express meaning in artwork; and

(6) Ability to facilitate student discussions around artistic interpretation, aesthetic values, and informed judgment in the context of their own art-making and artwork, and the artwork of others;

(f) In the area of curriculum and assessment:

(1) Ability to design and advocate for a comprehensive K-12 visual art program that:

a. Develops artistry and artistic skill sequentially over time;

b. Is consistent with RSA 193-C:3, III;

c. Includes learning materials appropriate to the diverse needs, interests, and capacities of all students;

d. Addresses opportunities available beyond the regular classroom;

e. Can be made available, through modification and accommodation, to all students; and

f. Embeds global art history into the art-making curriculum;

(2) Ability to understand and use multiple formal and informal strategies specific to visual art to:

a. Continually assess individual and group learning through a variety of authentic assessment methods, including, but not limited to:

1. Portfolio design; and

2. Performance-based assessment; and

b. Communicate students’ progress to students and parents; and

(3) Ability to plan and implement lessons that connect thinking skills, concepts, and themes among the visual arts and an array of disciplines; and

(g) In the area of career development:

(1) Ability to expose students to a variety of career options for the visual arts;

(2) Ability to assist students in investigating career options in the visual arts; and

(3) Skill in guiding students in the creation of their personal portfolios, when appropriate.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #3198, eff 2-21-86, EXPIRED 2-21-92

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8229, eff 12-17-04